

Agenda: January 22, 2003

## **I. Roll Call**

## **II. Announcements**

### A. Next Scheduled Meetings

Agenda Committee – February 16, 2004, 8:00 a.m. SC Korina Room  
 University Senate – February 26, 2004, 4:00 p.m. TC 102

### B. Approval of the Minutes of December 4, 2003

### C. Program Information – Academic Posting 2003-04, Volumes XXXV-5 and XXXV-6

Revised Programs: (Volume XXXV-5)

University Core Curriculum

- COMM277 and SOC328 are no longer University Core

Curriculum choices:

Interdepartmental Programs

- Latin-American Studies
- Minor in Latin-American Studies

College of Applied Sciences and Technology

Department of Family and Consumer Sciences

- Major in Family and Consumer Sciences
- Minor in Interior Design
- Teaching Major in Vocational Family and Consumer Sciences
- Senior, Junior High/Middle School Education Program

College of Business

Department of Finance and Insurance

- Major in Information Systems

Department of Information Systems and Operations Management

- Major in Information Systems
- Major in Operations Management

Department of Marketing and Management

- Associate in Science-Business Administration-Management
- Major in Entrepreneurship
- Major in Human Resources and Organizational Behavior

College of Sciences and Humanities

Department of Physiology and Health Science

- Teaching Major in School Health Education

Teachers College

Department of Elementary Education

- Teaching Major in Elementary Education

Revised Programs: (Volume XXXV-6)

College of Applied Sciences and Technology

Department of Industry and Technology

- Major in Industrial Technology

School of Nursing

- Major in Nursing

College of Communication, Information and Media

Department of Journalism

- Major in Journalism

### **III. Recognition of Deaths: Raymond Peterson, Meera Schoen, George Beatty, Frances Rippy**

#### **IV. Council and Committee Reports**

A. Governance Committee – Ione DeOllos, Chairperson

1. University Senate Membership changes

- a. Klaus Neumann (Geology) replace Sarah Mangelsdorf as PAC representative on Governance Committee for Spring, 2004

B. Academic Policies Council – Stanley Keil, Chairperson

- C. Professional Affairs Council – Paul Reilly, Chairperson
- D. Student and Campus Life Council – Katherine Carlson, Chairperson
- E. Financial and Budgetary Affairs Committee – Brien Smith
- F. Master Planning and Facilities Committee – George Smith
- G. Governance System Task Force – Bruce Hozeski, Chairperson

**V. Report by Chairperson of Senate – Marilyn Buck (Addendum #1 – Issues in the Senate System)**

**VI. Questions Directed to the President**

**VII. Question and Answer Period**

**VIII. Unfinished Business**

**IX. New Business**

- A. Inclusion of certified nurse midwifery providers – Salary and Benefits Committee

"The University Senate recommends that Ball State University, through the University healthcare provider, elects to include certified nurse midwifery providers as an additional service provider category for childbirth services."

- B. Governance System Task Force Document – First Reading (Handout)
- C. University Core Curriculum Document (Addendum #2)

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ISSUES IN THE SENATE SYSTEM, 2003-04  
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PROFESSIONAL AFFAIRS COUNCIL  
Bereavement/Funeral Leave -- from Agenda Committee 4/14/03  
Coverage for Midwife and Birthing Center Services (Salary and Benefits)

Evaluation of Teaching (Teaching Evaluation)  
 Pay Schedule -- from Agenda Committee 9/9/02 (Salary and Benefits)  
 Smoking policy -- from Agenda Committee 3/17/03 (Ad Hoc)  
 Spouse/Partner Hiring (Ad Hoc)

#### ACADEMIC POLICIES COUNCIL

Academic Calendar/Elimination of Saturday Finals – from Senate 3/27/03  
 (Undergraduate Education)  
 Multicultural Class Core Requirement – from Agenda Committee 3/16/98  
 (Undergraduate Education 2000-01 – postponed until 2002-03)  
 Policies for Distance Education Courses (Continuing and Distance Education)  
 Rescheduling of Spring Break – from Agenda Committee 1/13/03 (Undergraduate Education)  
 Two-Year Foreign Language Requirement – from Agenda Committee 2/18/02  
 (Undergraduate Education)

#### STUDENT AND CAMPUS LIFE COUNCIL

Parking Services Issues (Public Safety)  
 Overflow Parking – from Agenda Committee 1/25/02  
 Visitor Parking Passes Availability in Residence Halls  
 Smoking Policy – from Agenda Committee 3/17/03 (Ad Hoc)

#### FINANCIAL AND BUDGETARY AFFAIRS COMMITTEE

Retirement Models

#### MASTER PLANNING AND FACILITIES COMMITTEE

Bicycle Path for McGalliard and Bethel – from Agenda Committee 2/18/02

#### GOVERNANCE COMMITTEE

Procedure for the Reorganization of Structural Units – from Agenda Committee 1-12-04  
 Definition of Schools

#### ATHLETICS COMMITTEE

Athletics Reform

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Ball State University Core Goals for Undergraduate Education

Ball State University graduates individuals who realize their intellectual potential, seek to add breadth and depth to their perspectives, and maintain their physical well-being.

Ball State graduates command extensive knowledge and a mature repertoire of cognitive, practical, and technological skills. They exhibit integrity and responsible action in their social, professional, and civic lives. They respect the histories,

cultures, and needs of others. They inform their decisions through critical, creative, and scientific reasoning, and they discern the consequences of their decisions and actions at the local, national, and global levels. They acknowledge responsibility for environmental well-being and for the civic engagement that a diverse democracy requires.

Employing scientific, critical, and creative thinking, Ball State graduates transform

Experience into information (isolate discrete, recognizable and usable facts),  
 Information into knowledge (analyze facts within an intellectual framework, discover meaning in experience),  
 Knowledge into judgment (reflect on knowledge gained to make choices and direct what they think, say and do),  
 Judgment into action (take individual responsibility and contribute to the well-being of their communities).

To achieve this vision, student learning experiences are guided by a recursive process inherent in the following goals:

1. To transform experience into information, Ball State graduates are intentional learners who

- \* accurately observe and measure elements of the natural and social worlds,
- \* are alert to the importance of context,
- \* explore diverse ways of knowing,
- \* develop strategies for reflecting on experience.

2. To transform information into knowledge, Ball State graduates are informed, flexible thinkers who

- \* analyze data to reveal existing patterns of information and to create new patterns;
- \* understand the various ways that information is incorporated into branches of knowledge;
- \* work independently as well as collaboratively to generate knowledge;
- \* develop an intellectual framework with which to synthesize information from multiple sources;
- \* adapt their intellectual framework to accommodate new information;
- \* develop the art of communication—oral, visual, and written--in more than one language (natural and/or symbolic).

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3. To transform knowledge into judgment, Ball State graduates are critical and creative thinkers who

- \* use multiple sources of information and knowledge in forming judgments;
- \* evaluate strengths and weaknesses of arguments and actions;
- \* understand the ethical implications of possessing and using knowledge;
- \* take an inquiring stance toward the world while appreciating the contributions of tradition;
- \* consider and understand others' values as well as their own;
- \* value diversity in the social and natural world;
- \* develop effective decision-making strategies based on an awareness of their own

strengths and weaknesses;

\* understand how their actions affect the complex, interrelated systems that compose our environment.

4. To transform judgment into action, Ball State graduates are responsible learners who

\* recognize the responsibilities of an educated person to self, family, community, country, and the world;

\* accept the responsibility to act on their principles;

\* adapt to change;

\* work with others to overcome obstacles to communication, building consensus for action;

\* communicate effectively—in oral, visual, and written modes, and in more than one language (natural and/or symbolic);

\* adopt habits of mind for continuous inquiry about themselves, others, and the world;

\* act responsibly given the dangers to and the fragility of the natural environment;

\* make and act on a commitment to health and wellness.

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Addendum #2

UCC Task Force I worked with the following sets of assumptions to fulfill the charge to articulate "the mission and goals of a national model Core curriculum for the 21st Century." The Philosophical Principles along with the Mission and Goals statement parallel the Purposes, Goals, and Rationale (item I. B.) in the 1984 Program of General Studies document that initiated our current University Core Curriculum.

The second set of assumptions, the Operating Principles, parallel the Principles for Developing and Implementing General Education (section I. C.) in the 1984 document. The assumptions underlie the proposed model and should guide Task Force II in their implementation of the model. Part II of the 1984 document, the Proposed Program, will be the task of Task Force II. We recognize that there are a variety of ways to meet this model and its assumptions. The significant differences between this model and the current UCC program lie in the principles for implementing the concepts of depth and integrative and cumulative learning.

Philosophical Principles

\* As a public institution, we have responsibility to continue preparing individuals for their responsibilities as citizens. The Indiana P-16 Plan being collaboratively developed by the Indiana Department of Education and the Indiana Commission for Higher Education through the Indiana Education Roundtable explicitly recognizes that higher education is part of, not separate from, the continuum of public education. The U.S. Department of Education even more clearly makes the connection by defining "functional literacy" (the level of education necessary for an individual to function effectively in our society) as equivalent to completion of sophomore year in college.

\* The Core should address the university's Strategic Goals and support the

associated campus initiatives (Wellness, Greening of the Campus, Campus Compact).

- \* The core goals should model the developmental, recursive nature of learning.
- \* The core goals should reflect breadth, depth, and integrative and cumulative learning.
- \* Goals are stated as characteristics we expect of every graduate who walks across the stage to receive a bachelor's degree from Ball State University. We recognize that the goals represent the ideal, and that individual students will achieve them to varying degrees.

#### Operating Principles

- \* The Mission and Goals provide the model for implementation. Specific learning objectives that will support the goals and that may be assessed will be developed during the next phase as Task Force II takes on the responsibility for implementation.
- \* The core curriculum is an academic enterprise. To the extent that learning experiences involve other divisions of the university, they must originate with academic departments which shall determine their contribution to mission and goals.
- \* Practical application in the proposed model means that core goals are not restricted to study during the first years of college nor to a specific set of courses nor to a sharp distinction from the major, and that "common" need not always mean identical experiences or courses.
- \* The core curriculum should reflect the breadth of familiar divisions of knowledge--the humanities, fine arts, social and natural sciences.
- \* The model assumes a common set of foundation learning experiences, much like the current model.
- \* The core curriculum should require that every student develop their basic skills, knowledge, and abilities.
- \* The core curriculum should reflect depth, fostering active learning and enabling students to conduct disciplinary inquiry, study abroad, or participate in service learning or internships.
- \* The model assumes similar upper division learning experiences such as disciplinary inquiry (field work, lab research, thesis, capstone seminars) and/or interdisciplinary capstone experiences.
- \* The core curriculum should reflect integrative and cumulative learning (integrative, interdisciplinary, freshman through senior experiences).
- \* The core curriculum should foster critical, creative, caring, courageous ways of thinking.
- \* The model assumes an interdisciplinary approach to the entire mission. The core should develop awareness of how disciplinary theories of knowledge, methods of inquiry, and subject matter compose a whole of scholarly activity.
- \* Because the model calls for depth of learning as well as breadth, every major will have a stake in implementation. Departments will be integral to the implementation process undertaken by Task Force II.
- \* Prerequisites will therefore be allowable.
- \* Implementation must work within the hours apart from the major currently allocated to UCC. (No hours will be added to the total hours required of any student in any major; some hours may serve both a major and the Core.)
- \* We recognize that FTEs will be impacted; current distribution of FTEs should not be a limiting factor for implementation.
- \* Assessment methods for program evaluation should be developed in conjunction

with the development of the program. Task Force I supports the recommendations about Communication and Assessment made by the UCC Subcommittee in the UCC Assessment Report 1998-2002, pages 16-18.

\* Task Force I supports the program recommendations under Motions 3 and 4 made by the UCC Subcommittee in the UCC Assessment Report 1998-2002, pages 15-16.